



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 12461694
SAU: MSAD 52
School: Turner Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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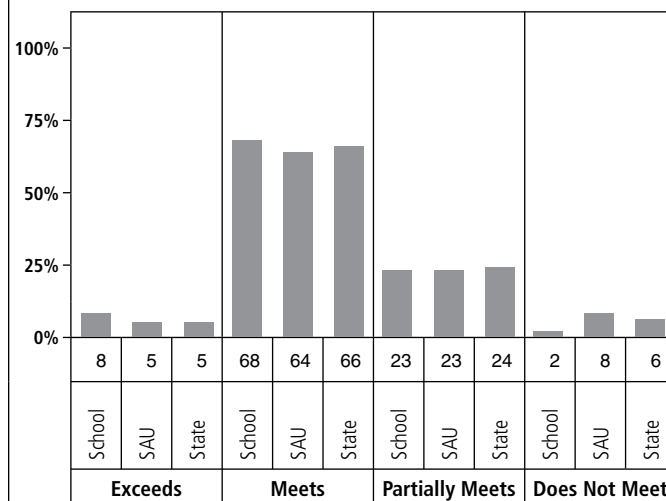
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: MSAD 52
School: Turner Elementary School

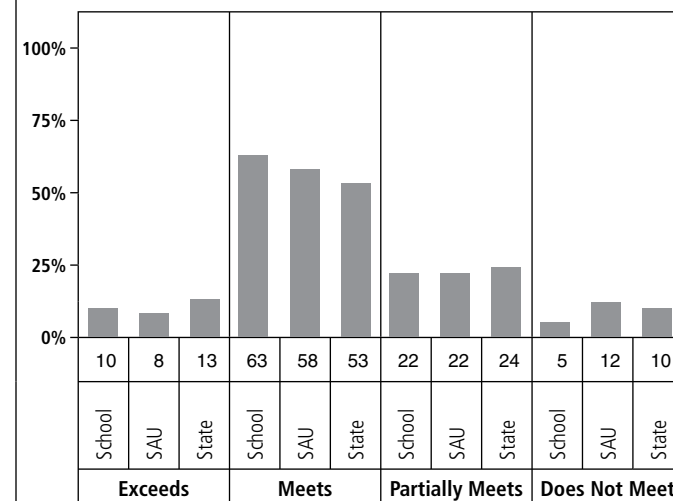
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	444	441	445
2007–2008	447	444	445
2008–2009	450	446	446
Cum. Avg.*	447	444	445
Mathematics			
2006–2007	445	441	445
2007–2008	451	445	445
2008–2009	448	446	446
Cum. Avg.*	448	444	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: MSAD 52
School: Turner Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	64	100	139	100	13805	100	63	98	138	99	13737	100	63	98	138	99	13746	100						
Ethnicity African American/Black	1	2	1	1	419	3	1	100	1	100	410	98	1	100	1	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	1	2	1	1	229	2	1	100	1	100	223	97	1	100	1	100	227	99						
Hispanic	1	2	2	1	149	1	1	100	2	100	148	99	1	100	2	100	148	99						
Caucasian/White	61	95	135	97	12883	93	60	98	134	99	12832	100	60	98	134	99	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	10	16	30	22	2383	17	10	100	30	100	2366	100	10	100	30	100	2364	99						
Current LEP	1	2	2	1	377	3	1	100	2	100	362	96	1	100	2	100	373	99						
Economically disadvantaged	25	39	57	41	5819	42	24	96	56	98	5782	99	24	96	56	98	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	54	84	110	79	10439	76	55	86	110	79	10471	76						
Identified disability (PET/IEP)	3	6	5	5	351	3	4	7	5	5	367	4						
LEP	0	0	1	1	171	2	0	0	1	1	172	2						
504 plan	2	4	3	3	92	1	2	4	3	3	90	1						
Participation with accommodations	8	13	26	19	3142	23	8	13	27	19	3138	23						
Identified disability (PET/IEP)	6	75	23	88	1860	59	6	75	24	89	1860	59						
LEP	1	13	1	4	186	6	1	13	1	4	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	1	13	2	8	1060	34	1	13	2	7	1043	33						
Participation through alternate assessment (PAAP)	1	2	2	1	155	1	0	0	1	1	137	1						
Identified disability (PET/IEP)	1	100	2	100	155	100	0	0	1	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	1	2	1	1	57	0	1	2	1	1	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: MSAD 52
School: Turner Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	5	6	5	3	507	4
	2007-2008	2	3	2	1	559	4
	2008-2009	5	8	7	5	672	5
	Cum. Total*	12	5	14	3	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	49	58	82	50	8749	63
	2007-2008	54	69	95	59	8308	59
	2008-2009	42	68	87	64	8917	66
	Cum. Total*	145	64	264	57	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	20	24	54	33	3467	25
	2007-2008	19	24	50	31	3922	28
	2008-2009	14	23	31	23	3241	24
	Cum. Total*	53	24	135	29	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	11	13	24	15	1165	8
	2007-2008	3	4	15	9	1264	9
	2008-2009	1	2	11	8	751	6
	Cum. Total*	15	7	50	11	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	33.8	70.4	31.2	65.0	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	17.2	71.7	16.1	67.1	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	16.6	69.2	15.1	62.9	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 4
SAU: MSAD 52
School: Turner Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	62	5	8	42	68	14	23	1	2	450	136	5	64	23	8	446	13581	5	66	24	6	446
Ethnicity																						
African American/Black	1										1						408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	1										1						221	9	62	22	7	447
Hispanic	1										2						146	1	64	28	6	445
Caucasian/White	59	5	8	41	69	12	20	1	2	450	132	5	64	22	8	446	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	4	44	4	44	1	11	442	28	0	39	39	21	439	2211	1	39	42	18	439
No	53	5	9	38	72	10	19	0	0	451	108	6	70	19	5	448	11370	6	71	20	3	448
Current LEP																						
Yes	1										2						357	3	42	36	19	440
No	61	5	8	42	69	13	21	1	2	450	134	5	64	22	8	446	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	23	1	4	18	78	4	17	0	0	450	55	4	58	29	9	444	5677	2	57	32	9	443
No	39	4	10	24	62	10	26	1	3	450	81	6	68	19	7	447	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	62	5	8	42	68	14	23	1	2	450	136	5	64	23	8	446	13575	5	66	24	6	446
Gender																						
Female	33	4	12	24	73	5	15	0	0	452	64	9	67	20	3	449	6580	7	68	21	5	448
Male	29	1	3	18	62	9	31	1	3	447	72	1	61	25	13	443	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	16	1	6	9	56	5	31	1	6	446	17	6	59	29	6	446	2127	1	48	42	9	441
No	46	4	9	33	72	9	20	0	0	451	119	5	65	22	8	446	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										0						324	27	72	1	0	458
No	62	5	8	42	68	14	23	1	2	450	136	5	64	23	8	446	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: MSAD 52
School: Turner Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	100	0	0	440	2	0	67	33	0	444	4	2	45	36	17	441
B. less than one hour	67	3	7	28	68	9	22	1	2	449	68	5	63	23	9	446	75	5	67	23	4	447
C. one to two hours	25	1	7	10	67	4	27	0	0	448	24	3	66	25	6	445	18	5	67	23	5	447
D. more than two hours	7	1	25	3	75	0	0	0	0	461	6	13	63	13	13	451	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	25	1	7	12	80	2	13	0	0	450	25	6	70	21	3	447	40	8	71	17	4	449
B. good	58	3	9	22	63	10	29	0	0	450	56	5	61	27	7	446	45	3	66	25	5	446
C. fair	13	0	0	6	75	1	13	1	13	450	17	0	70	13	17	445	13	1	54	35	10	442
D. poor	3	0	0	1	50	1	50	0	0	442	2	0	33	33	33	438	2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	31	2	11	15	79	2	11	0	0	450	33	7	68	18	7	446	31	8	69	19	4	448
B. They match some of what I have learned.	52	2	6	21	66	8	25	1	3	450	53	4	67	22	7	447	53	4	68	23	4	447
C. They match just a little of what I have learned.	11	1	14	4	57	2	29	0	0	452	10	7	43	36	14	445	11	2	54	35	10	442
D. There is no match.	5	0	0	1	33	2	67	0	0	440	4	0	40	40	20	438	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	22	1	8	8	62	4	31	0	0	448	22	3	47	30	20	443	19	4	54	31	11	443
B. about the same as my regular schoolwork	63	4	11	25	66	9	24	0	0	451	63	5	67	24	5	447	63	6	69	22	4	447
C. easier than my regular schoolwork	15	0	0	8	89	1	11	0	0	448	14	11	79	11	0	449	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	7	0	0	2	50	2	50	0	0	445	15	0	25	40	35	436	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	68	3	7	27	66	10	24	1	2	449	60	4	69	23	4	446	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	25	2	13	12	80	1	7	0	0	454	25	12	76	9	3	452	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	28	3	18	9	53	5	29	0	0	452	19	12	46	27	15	447	21	8	68	19	5	448
B. 20 minutes to an hour	43	2	8	20	77	3	12	1	4	450	57	4	71	17	8	446	55	5	70	21	4	447
C. less than 20 minutes	13	0	0	4	50	4	50	0	0	445	13	6	47	41	6	444	13	2	57	33	8	443
D. I rarely read at home.	15	0	0	7	78	2	22	0	0	448	10	0	71	29	0	447	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	18	1	9	7	64	3	27	0	0	449	23	3	52	29	16	442	25	3	59	30	8	444
B. six to ten pages	15	0	0	9	100	0	0	0	0	450	23	3	71	19	6	445	24	4	64	26	6	445
C. eleven or more pages	67	4	10	25	61	11	27	1	2	450	54	7	67	21	6	448	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	1	100	0	0	0	0	454	50	0	100	0	0	454						
C.	0										0											
D.	50	0	0	1	100	0	0	0	0	460	50	0	100	0	0	460						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: MSAD 52
School: Turner Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	6	7	7	4	1054	8
	2007-2008	8	10	11	7	1321	9
	2008-2009	6	10	11	8	1712	13
	Cum. Total*	20	9	29	6	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	48	56	77	47	7394	53
	2007-2008	56	72	89	55	7079	51
	2008-2009	40	63	79	58	7270	53
	Cum. Total*	144	64	245	53	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	20	24	53	32	3729	27
	2007-2008	13	17	37	23	3955	28
	2008-2009	14	22	30	22	3219	24
	Cum. Total*	47	21	120	26	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	11	13	28	17	1735	12
	2007-2008	1	1	25	15	1642	12
	2008-2009	3	5	17	12	1408	10
	Cum. Total*	15	7	70	15	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	32.1	66.9	30.6	63.8	30.8	64.2
A. Number	20	42	13.0	65.0	12.5	62.5	12.5	62.5
B. Data	8	17	5.7	71.3	5.2	65.0	5.3	66.3
C. Geometry	10	21	6.8	68.0	6.7	67.0	6.5	65.0
D. Algebra	10	21	6.6	66.0	6.2	62.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: MSAD 52
 School: Turner Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	63	6	10	40	63	14	22	3	5	448	137	8	58	22	12	446	13609	13	53	24	10	446
Ethnicity																						
African American/Black	1										1						415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	1										1						225	22	45	20	12	448
Hispanic	1										2						147	3	58	30	10	443
Caucasian/White	60	6	10	40	67	12	20	2	3	449	133	8	59	21	12	446	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	10	1	10	4	40	2	20	3	30	442	29	3	31	31	34	437	2227	3	34	33	30	437
No	53	5	9	36	68	12	23	0	0	450	108	9	65	19	6	449	11382	14	57	22	7	448
Current LEP																						
Yes	1										2						370	7	35	31	27	439
No	62	6	10	40	65	13	21	3	5	449	135	8	58	21	13	446	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	24	1	4	17	71	4	17	2	8	448	56	7	50	23	20	444	5704	6	48	30	16	442
No	39	5	13	23	59	10	26	1	3	449	81	9	63	21	7	448	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	63	6	10	40	63	14	22	3	5	448	137	8	58	22	12	446	13603	13	53	24	10	446
Gender																						
Female	33	3	9	22	67	6	18	2	6	448	64	5	63	19	14	446	6591	12	54	24	11	446
Male	30	3	10	18	60	8	27	1	3	448	73	11	53	25	11	446	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	16	1	6	10	63	5	31	0	0	446	17	12	59	29	0	448	2131	3	41	38	18	440
No	47	5	11	30	64	9	19	3	6	449	120	8	58	21	14	446	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										0						324	64	34	2	0	464
No	63	6	10	40	63	14	22	3	5	448	137	8	58	22	12	446	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: MSAD 52
School: Turner Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	100	0	0	0	0	444	2	0	67	33	0	445	4	4	37	30	28	438
B. less than one hour	66	3	7	27	66	10	24	1	2	449	68	9	59	24	9	447	75	13	55	23	9	447
C. one to two hours	24	1	7	10	67	3	20	1	7	446	24	3	59	19	19	443	18	12	54	24	10	446
D. more than two hours	8	2	40	1	20	1	20	1	20	452	7	22	33	11	33	447	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	21	0	0	8	62	4	31	1	8	446	30	12	54	24	10	448	37	22	56	16	7	451
B. good	52	3	9	22	69	5	16	2	6	449	49	5	62	20	14	445	45	9	56	25	9	446
C. fair	24	3	20	7	47	5	33	0	0	451	18	13	50	29	8	447	14	3	46	34	17	440
D. poor	3	0	0	2	100	0	0	0	0	447	4	0	60	0	40	440	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	37	2	9	16	70	5	22	0	0	448	32	9	66	20	5	448	35	19	56	19	7	450
B. They match some of what I have learned.	52	3	9	19	59	9	28	1	3	449	54	8	57	27	8	447	51	11	56	25	8	446
C. They match just a little of what I have learned.	5	0	0	3	100	0	0	0	0	447	9	0	50	8	42	437	10	5	43	31	21	440
D. There is no match.	6	1	25	1	25	0	0	2	50	444	4	17	17	0	67	437	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	0	0	6	75	1	13	1	13	442	13	0	47	35	18	439	17	5	44	31	20	441
B. about the same as my regular schoolwork	67	3	7	27	66	10	24	1	2	449	70	7	61	20	12	447	62	13	57	23	7	448
C. easier than my regular schoolwork	20	3	25	6	50	2	17	1	8	453	17	17	57	17	9	451	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	0	0	1	50	1	50	434	6	13	13	38	38	438	7	6	36	32	27	438
B. 30–45 minutes	34	2	10	16	76	2	10	1	5	450	28	5	68	13	13	446	25	7	52	28	12	444
C. 45–60 minutes	58	3	8	22	61	10	28	1	3	448	55	9	61	24	5	448	38	14	56	22	8	448
D. more than 60 minutes	5	1	33	1	33	1	33	0	0	451	11	7	33	27	33	440	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	1	100	0	0	440	2	0	0	67	33	430	3	4	36	31	28	438
B. two or three days a week	5	0	0	1	33	1	33	1	33	435	7	0	60	10	30	438	12	13	51	26	10	446
C. two or three times each month	27	2	12	11	65	4	24	0	0	451	35	8	60	19	13	448	32	15	58	20	7	449
D. never or almost never	66	4	10	27	66	8	20	2	5	449	55	9	57	24	9	447	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	30	0	0	11	61	5	28	2	11	444	23	3	52	32	13	443	26	12	50	25	13	445
B. two or three days a week	39	3	13	16	67	5	21	0	0	451	37	10	64	20	6	448	32	14	57	21	7	448
C. two or three times each month	18	0	0	9	82	2	18	0	0	448	22	3	63	20	13	445	26	13	56	22	8	448
D. never or almost never	13	2	25	3	38	2	25	1	13	448	17	13	43	17	26	445	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	1	100	0	0	0	0	454	50	0	100	0	0	454						
C.	0										0											
D.	50	0	0	1	100	0	0	0	0	450	50	0	100	0	0	450						

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